English 1302: Composition II—Spring 2013

**CRN# 38115 / TTh 8:00a-9:30a**

Instructor: Eva Foster

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Learning Web: http://learning.hccs.edu/faculty/eva.foster

Office Hours: 11-12 Tues; online office hours TBA; & by apptmt.

3-hour lecture course | 48 hours per semester | 16 weeks

Required Materials

**Texts**

* *Global Issues, Local Arguments*, ed. June Johnson, 2nd Edition.
* *The New McGraw-Hill Handbook* (from ENGL 1301).
* *English 1302 Study Guide.*

**Materials**

* Two “blue book” exam booklets
* Ink pens for in-class writing (no pencil, please)
* Non-spiral, lined notebook paper for in-class writing
* Pocket folder or legal folder
* A stapler with staples (at home)

PREREQUISITES

Successful completion of ENGL 1301 or satisfactory score on the CLEP Exam.

Course description

A more extensive study of the skills introduced in ENGL 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. (Core Curriculum course)

Course Goals

In English 1302, we seek to provide writing instruction and practice that will help students master critical analysis of reading selections (both fiction and non-fiction) and the research process, as well as to continue to creatively implement persuasive/argumentative writing techniques. All elements of English 1302 require students to apply critical thinking and writing skills introduced in English 1301.

*Student Learning Outcomes*

1. Apply basic principles of rhetorical analysis.
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.
6. Experiment in creative and reflective approaches to writing.

*Learning Objectives*

1. Demonstrate the ability to coherently analyze: divide a text into rhetorical parts, name the parts, identify examples that illustrate each part, and evaluate the contribution of each in one or more essays.
2. Apply the basic principles of critical thinking—evaluation, analysis, and synthesis— in written essays that persuade or argue.
3. Distinguish fact from opinion in others’ writings and evaluate whether they prove their points and/or whether they can be appropriately used as sources in documented papers.
4. Research and write documented paper(s) using proper MLA style.
5. Find and evaluate library books, journals, magazines, and/or databases to find information on a topic or issue.
6. Expand the scope, confidence, and creativity of written expression.

CORE CURRICULUM COMPETENCIES

This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Instructional methods

I use a variety of instructional methods to help you become the best possible thinker, reader, researcher, and writer. To encourage you to participate as a thinker in conversations of importance to both citizens and scholars, we will be looking at texts that embody and grapple with the complexity of real-world issues. To widen your idea of what counts as a “text,” we will engage with visual, audio, and written materials across several genres. To help you on your way as a researcher, we will investigate the responsibilities of writers-as-researchers, research methodologies, and research presentation/formatting. And to expand your understanding of yourselves as writers, we will write both short and long, formal and informal, in-class and out-of-class, analytical and creative assignments. In-class time will be divided between lecture and discussion, with some group work and class work. Major writing assignments will be accompanied by specific guidelines.

Minimum writing requirement

You will write a minimum of 6,000 words during the semester.

HCC Student Services information

Student Services provides master’s and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans. Student Services' regular business hours are the same at both campuses: 8a-7p M-Th, 8a-1p F-Sat. Phone numbers: Katy Campus, 713-718-5751, and Spring Branch Campus, 713-718-5669.

Library

The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at daniel.dylla@hccs.edu or call the library at 713-718-5747. The library is in room 325.

Additional Support

* Free on-campus writing tutors (call for hours): Katy Writing Center, Room 321, 713-718-5841; Spring Branch Writing Center, South Hall, Room 703, 713-718-5889.
* Free online tutoring: <http://askonline.net>

Course Evaluations Information

*EGLS3 – Evaluation for Greater Learning Student Survey System*At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Grading

#### In-class work , quizzes, and homework 10%

Pre-Diagnostic, PLP, & Post-Diagnostic 10%

Paper 1: Analysis of a Text 10%

#### Paper 2: Research Project + Annotated Bibliography 15%

Paper 3: Argument/Research Paper 20%

Midterm 10%

Final 15%

Professionalism 10%

Grading scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Assignment Policies

Assignments that don’t meet the requirements explained below run the risk of getting an automatic zero.

* **Readings** – most will be from our books, but some will require electronic access and/or printouts. All readings must be completed by their assigned due dates.
* **Short written assignments** – reading responses and so on.
  + Must be typed if out-of-class work (11-12 pt Times New Roman, 1” margins), and stapled if more than one page.
  + Must be written in ink on non-spiral paper if in-class work.
  + No late work accepted (see “Attendance & Withdrawal Policies” for details).
  + *Not accepted via email*.
* **Other** homework, classwork, and group work as assigned.
  + Must be typed if out-of-class work (11-12 pt Times New Roman, 1” margins), and stapled if more than one page.
  + Must be written in ink on non-spiral paper if in-class work.
  + No late work accepted (see “Attendance & Withdrawal Policies” for details).
  + *Not accepted via email*.
* **Quizzes**.
  + I will give pop quizzes as needed to encourage reading of materials. If the class as a whole seems to be reading and participating, I will give fewer quizzes. If students begin coming to class unprepared, I will start giving more quizzes.
  + No make-up quizzes.
* **Three out-of-class essays**
  + Must be submitted both as a hard copy and through Turnitin.com.
  + Must be typed in black ink, dark enough to read easily.
  + Must be in 11 or 12 point Times New Roman with 1” margins.
  + Hard copy must be stapled to marked draft from draft workshop.
  + *Not accepted via email.*
* **Two in-class exams** (midterm and final).
  + Bring a blue book to class for exams.
  + Exams must be written in ink.
  + Make-ups available at my discretion for religious holidays (by pre-arrangement, two weeks in advance, in writing and not via email) or for documented, unavoidable emergencies. Example of emergency: you are unavoidably hospitalized at the time of the exam. Example of not-an-emergency: you have a cold; you intend to travel on the exam date.

Course Policies

*Assignment policies*

* Assignments must meet requirements as outlined in this document, verbally conveyed in class, and explained on assignment sheets. Assignments that do not meet requirements run the risk of getting an automatic zero.
* Students must turn in all three major essays to pass the course, and must have a passing average on the midterm and final to make a C or better in the course.
* Late major essays will lose ten points for each class period they are late. **Late homework /classwork will not be accepted at all** (see “Attendance & Withdrawal Policies” for details).

*Attendance and Withdrawal Policies*

* You are expected to attend class. After four absences (equivalent to two weeks), your Professionalism grade drops to a zero.
* When you miss class, you are still responsible for what happens in class.
  1. Any work due the day you miss class is still due if you are not there.
  2. Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there.
  3. You should contact another student in your section to find out what you missed and copy their notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.
* The only circumstance in which classwork and homework can be made up after an absence is if you missed class for a religious holiday. To be eligible for a make-up of classwork/homework due to a religious holiday absence, you must tell me in writing (hard copy, not email) two weeks in advance that you will be missing class for the religious holiday.
* **I will not automatically withdraw you from the class,** no matter how many classes you miss. The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed. Consider this policy carefully when deciding from which classes to withdraw, and remember that it is your responsibility to withdraw from classes by the required due dates.

*Academic Honesty*

* From the student handbook: “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. **Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion**. Possible punishments for academic dishonesty may include a grade of “O” or “F” on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.”
* **Plagiarism** is using someone else’s ideas, arguments, or research without giving credit through citation and/or using someone else’s words without giving credit through quotation *and* citation. **Collusion** is unauthorized collaboration with another person in preparing written work offered for credit.
* Major papers **must be turned in with proof of development**, i.e., at minimum, a marked rough draft from our in-class draft workshop.
* Please note that in this class, turning in writing originally completed for another course counts as scholastic dishonesty. **Do not recycle papers.**

*Professionalism*

Our class will reproduce in many ways a “real-world” work environment, and you will be expected to participate professionally—be on time and prepared, meet deadlines, do your fair share, and be polite. See below for specifics.

* **Classroom discussion should be relevant to the topic we are discussing**. You will get points for relevant contributions, but not for irrelevant ones.
* **Classroom discussion should be civilized and respectful to everyone**. Racist, sexist, lookist, ableist, homophobic, and any other discriminatory language and behavior is not acceptable in the college classroom, just as it would not be acceptable in a workplace. It is possible to discuss all topics from any political point of view while adhering to this level of civility.
* **Aim for timeliness**. If you come in late, you should check with a classmate after class to see what you may have missed. If you miss the quiz because of lateness, there is no make-up available. If you come in more than 15 minutes late, I reserve the right to mark you absent for the day.
* **Do not leave early**. If you leave early, I reserve the right to mark you absent for the day.
* **Do not pack up early**. This is distracting and contagious. If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.
* **Come to class prepared.** Being prepared means:
  + Reading and annotating materials before class so you are ready to discuss.
  + Bringing your books, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on draft workshop days).
  + Contacting another student if you were absent last time, so you can be prepared for the next class.
* **Respect everyone’s right to a non-disruptive learning environment.**
  + Please do not talk to each other while I am talking or when another student is talking.
  + *Any* disruption of class may result in your being asked to leave the class for the day. Repeated disruptions will be handled via the formal procedures in place at HCC, and can result in your expulsion from the class.
* **Professionalism expectations extend beyond the classroom.** Your actions (negative and positive) in office hours, email, instant messaging/chat/bulletin boards, listservs, and course blogs also affect your professionalism grade and count as part of your class participation.

*Electronic Devices*

* **Laptops and tablets** are welcome if you take notes best by typing and/or use a slate and stylus to take electronic notes. That said, there is a “one strike” rule. The first time I believe that your laptop/slate is distracting you—or anyone else—you will lose the privilege of using it for the rest of the semester in my class.
* “Use of **recording devices**, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations” (Official HCCS statement).
* **Cell phone** use is prohibited in class.
  + I should not hear or see your cell phone at all, ever. If I do, I reserve the right to mark you absent for the day and to ask you to leave the class.
  + If you have a special reason your cell phone must be on some particular day, tell me what it is. We'll put a sticky note on it, you can leave it at the podium, and **I** will answer it.

*ADA Accommodations*

“Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office” (Official HCCS statement). For questions, please contact Donna Price at 713-718-5165 or the Disability Counselor at your college. You can also visit the ADA website by going to [www.hccs.edu](http://www.hccs.edu/), clicking Future Students, scrolling down the page, and clicking on the words “Disability Information.” The Northwest ADA Counselor is Mahnaz Kolaini (713-718-5422).

Please give me your accommodations letter at the beginning of the semester.

Syllabus

**All assignments and deadlines are tentative and subject to change.**

Changes will be announced in class.

**Week 1 (1/14-1/18)**

M / Class intro; icebreaker

W / Pre-writing strategies; Diagnostic – complaint letter (in class)

Th / Annotation workshop (reading TBD)

**Week 2 (1/21-1/25)**

M / MLK observance day; no class

W / *Study Guide* pgs 5-21 – 3 rhetorical appeals, audience, the persuasive thesis

Th / *Global Issues* pgs 1-31 – “globalization”; issue q’s, claims & stakeholders; claim+reasons+warrant.

**Week 3 (1/28-2/1)**

M / Official Date of Record

*Global Issues* pgs 31-67 – rhetorical analysis; angle of vision; rhetorical context; writing

summaries & rhetorical analysis. Intro Essay 1: assignment sheet

W / *Global Issues* pgs 68-96 – applying the 3 RAs; identifying thesis (claim) + reasons + warrant.

Th / *Global Issues* pgs *97*-118 – identifying angle of vision, stakeholders, rhet context; writing sum.

online “angle of vision” identification exercise – 1 hour – sections 32683 & 32684

**Week 4 (2/4-2/8)**

M / *Study Guide* pgs 22-34 – “Critical Analysis” & additional critical analysis categories (lit techs);

also rhetorical modes

W / “Hecho En America,” Laskas (online) & “In China, Human Costs...,” Duhigg & Barboza (online)

Th / “The Devastating Costs of the Amazon Gold Rush,” Webster (online) & “The Coming Storm,” Belt

(online)

**Week 5 (2/11-2/15)**

M / “Buy the Right Thing,” Hess (online) and “Eden: A Gated Community,” Langewiesche (online)

online discussion of Laskas & Duhigg or Webster & Belt – 1 hour – sections 32683 & 32684

W / “Reversal of Fortune,” Keefe (online)

Th / Peer workshop – Rough draft due

**Week 6 (2/18-2/22)**

M / Presidents Day – no class

W / ESSAY 1 DUE; introduction of Essay 2; the research process

Th / *Global Issues* pgs 138-146; also Stiglitz, Forbes, and Klein

**Week 7 (2/25-3/1)**

M / *Global Issues* pgs 217-222; pgs 246-251; also Bhagwati, Salins.

W / *Global Issues* pgs 280-289; also Barlow, Sharife, & National Review (319)

online discussion of *GI* readings for sections 32683 & 32684 – 1 hour

Th / Midterm review

**Week 8 (3/4-3/8)**

M / MIDTERM

W / MIDTERM (continued)

Th / MLA review

**Week 9 (3/11-3/15)**

**Spring Break Holiday – no class this week**

**Week 10 (3/18-3/22)**

M / *Global Issues* 341-348; Canon, Prakash/Conko, Shiva

W / *Global Issues* 411-416; Legrain, Daragahi/Fleishman, Miles

online discussion of *GI* readings for sections 32683 & 32684 – 1 hour

Th / Peer Workshop – Rough draft due

**Week 11 (3/25-3/29)**

M / ESSAY 2 DUE; introduction of Essay 3; parts of the classical essay

W / *Study Guide* pgs 35-52: “Classic Argumentation”

Th / *Global Issues* pgs 471-493

**Week 12 (4/1-4/5)**

M / Last Day for Administrative/Student Withdrawals (4:30 pm)

*Global Issues* pgs 494-514

W / District 9: analyzing film

online discussion of *GI* and District 9 for sections 32683 & 32684 – 1 hour

Th / Fiction unit – reviewing and applying literary terms

**Week 13 (4/8-4/12)**

M / Fiction unit, continued

W / Fiction unit – multi-source/scholarly review format & organization

Th / Argument “speed date” format

**Week 14 (4/15-4/19)**

M / Peer Workshop – complete rough draft due

W / ESSAY 3 DUE

Th / “This I Believe” project introduced

**Week 15 (4/22-4/26)**

M / “This I Believe” readings & discussion; interviews

W / “This I Believe” readings & discussion; prewriting & drafting

online Fiction discussion and TIB drafting exercise for 32683 & 32684 – 1 hour

Th / Typed rough draft of “This I believe” essay for peer workshop

**Week 16 (4/29-5/3)**

Final exam administered – 3 hours

Online reflection and review activity will be administered during finals week, equivalent to class time spent on finals during Week 16 (3 hours)

Sunday, May 5: Instruction Ends / May 6-12: Final Examination Period / May 12: Semester Ends / May 17: Grades available to students